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When the field of human development was established as a scientific discipline, its goals evolved to include describing, explaining, predicting, and intervening in human behavior. The professionals who study this science are part of a multidisciplinary team that seeks to understand how people change throughout their lives, as well as the characteristics that remain stable across all stages of existence. These scientists focus on three interconnected areas: physical development, which involves growth and maturation; cognitive development, which follows patterns in mental processes; and psychosocial development, encompassing emotions, personality, and social relationships. The goal is to understand universal developmental processes while also accounting for individual differences that may impact our lives. Each person is unique in terms of sex, height, weight, and body structure. LIFE CYCLE STAGES: There are eight stages that we go through throughout our lives, which are: 1. Prenatal - from conception to birth. 2. Infancy - from birth to age three. 3. Early childhood - from age three to six. 4. Middle childhood - from age six to eleven. 5. Adolescence - from age eleven to around twenty. 6. Early adulthood - from age twenty to forty. 7. Middle adulthood - from age forty to sixty-five. 8. Late adulthood - from age sixty-five onwards. There is no specific moment when a child becomes an adult or old, but rather this is marked by social constructs. Factors that influence our development include genetic heritage, which determines certain characteristics such as weight and height, environment, learning from experience and maturation, which affects brain development. COGNITIVE DEVELOPMENT: As adolescents think and speak differently than younger children, their information processing speed continues to increase. Although their thinking may still be immature in some ways, many are capable of abstract reasoning and making complex moral judgments, as well as creating more realistic plans for the future. This is characterized by Piaget's formal operations stage, where thought becomes more abstract. Hypothetico-deductivity - the ability to develop, consider, and test hypotheses - also accompanies this stage. The cognitive advancements described by Piaget can be explained. Experience has a significant influence on the determination of which neural connections weaken and which strengthen. Consequently, progress in cognitive processing varies greatly among each adolescent. Structural changes: these changes can include 1) increased working memory capacity, 2) an increasing amount of knowledge stored in long-term memory. Working memory expands from childhood to adolescence, enabling individuals to tackle problems and decisions involving diverse information. This stored information can be declarative, procedural, or conceptual. Moral reasoning: Kohlberg suggests that during this stage, adolescents increase their ability to make more complex moral judgments, seeking empathy and altruism. He proposes three levels of moral reasoning: Level I - preconventional morality, where individuals obey rules and act under external controls; Level II - conventional morality, where individuals internalize authority standards; and Level III - postconventional morality, where individuals recognize conflicts and make their own judgments about what is right, just, and fair. Cognitive advances: During the concrete operational stage, children better understand spatial concepts, causality, categorization, inductive and deductive reasoning, conservation, and number one. Spatial thinking: a reason is that during this stage, children better comprehend spatial relationships. They have a clearer understanding of distances between places and can estimate time needed to travel between them. Additionally, they find it easier to recall routes and reference points. Experience participates in this development: a child familiarizes themselves with their neighborhood by walking to school. Cause-and-effect; categorization: The ability to categorize helps children think logically, including complex skills like serialization, transitive inference, and class inclusion, which improve gradually from early childhood to middle childhood. When children can arrange objects in a series based on one or more dimensions like weight or color, they understand serialization. By age seven or eight, kids can see the relationships between a group of sticks and order them by size just by looking at them. Transitive inference is the ability to infer a relationship between two objects based on each object's relationship with a third object. The inclusion of class is the capacity to see the relationship between the whole and its parts. 5. Inductive and deductive reasoning; According to Piaget, children in the concrete operational stage only use inductive reasoning. They draw general conclusions about a class based on observations of individual members. Inductive conclusions are tentative because new information can always be found that doesn't support the conclusion. Deductive reasoning, which develops in adolescence according to Piaget, starts with a general statement about a class and applies it to all its individual members. If the premise is true for the entire class and the reasoning is solid, then the conclusion must be certain. 6. Conservation; Children in the concrete operational stage can mentally calculate responses when solving various types of conservation problems; they don't need to measure or weigh objects. Generally, kids can solve problems that involve the conservation of matter around age seven or eight. However, in tasks that involve the conservation of weight, they tend not to give the correct response until age nine or ten. In tasks that involve the conservation of volume, correct responses are rare before age twelve. To get the answer. (Rewritten using method "ADD SPELLING ERRORS (SE)" - 40% probability)